

GAIN: THE BRIDGE TO INDEPENDENCE

TABLE OF CONTENTS

CHAPTER 1200 - SUPPORTIVE SERVICES

Section 1280 - Learning Disabilities Screening and Evaluation

1280	<u>OVERVIEW</u>
1281	<u>KEY POINTS</u>
1282	<u>POLICY</u>
	<u>.1 Definitions</u>
	<u>.11 Accommodations</u>
	<u>.12 Learning Disabilities</u>
	<u>.13 Learning Disabilities Diagnosis</u>
	<u>.14 Learning Disabilities Evaluation</u>
	<u>.15 Learning Disabilities Evaluator</u>
	<u>.16 Learning Disabilities Screening Tool</u>
	<u>.17 Limited English Proficient (LEP)</u>
	<u>.2 Learning Disabilities Screening Offer</u>
	<u>.21 When to Offer Learning Disabilities Screening</u>
	<u>.22 When to Temporarily Bypass the Learning Disabilities Screening</u>
	<u>.23 Script for Learning Disabilities Screening</u>
	<u>.24 Declining of Learning Disabilities Screening</u>
	<u>.25 Disclosing of a Disability</u>
	<u>.26 Self-Advocacy Skills</u>
	<u>.27 Limited English Proficient (LEP) Participants</u>
	<u>.28 Adding/updating LD Record on GEARS</u>
	<u>.3 Learning Disabilities Evaluation/Diagnosis Referrals</u>
	<u>.31 Learning Disabilities Evaluation Referral</u>
	<u>.32 Pre-Existing Learning Disabilities Evaluation</u>
	<u>.33 Third Party Evaluation Referral</u>
	<u>.34 Learning Disabilities Diagnosis Referral</u>
	<u>.4 Learning Disabilities Evaluation Report</u>
	<u>.5 Learning Disabilities Waivers</u>
	<u>.6 Compliance</u>
	<u>.7 60-Month Time Clock</u>
	<u>.8 Appeals/Grievances</u>
	<u>.9 Confidentiality of Medical Records and LD Evaluation</u>
1283	<u>DECISION CHARTS</u>
	<u>.1 Learning Disabilities Screening Decision Chart</u>
	<u>.2 Learning Disabilities Evaluation Referral Decision Chart</u>
	<u>.3 Pre-Existing Learning Disabilities Evaluation Decision Chart</u>
	<u>.4 Learning Disabilities Diagnosis Referral Decision Chart</u>
	<u>.5 Learning Disabilities Evaluation Report Decision Chart</u>
1284	<u>EXHIBITS</u>
	<u>.1 Exhibit I - Accommodations</u>

SECTION 1280 – LEARNING DISABILITIES SCREENING AND EVALUATION

- .2 [Exhibit II - Script on Learning Disabilities Screening](#)
- .3 [Exhibit III - Tips to Promote Self-Advocacy](#)
- .4 [Exhibit IV - Characteristics and Manifestation List](#)

[Back to Main Table of Contents](#)

SECTION 1280 – LEARNING DISABILITIES SCREENING AND EVALUATION

1280 OVERVIEW

The goal of the Learning Disabilities (LD) program is to improve services to GAIN participants who may have hidden disabilities that prevent them from obtaining/retaining a job. The program offers a screening for LD, an LD evaluation, an LD Diagnosis and reasonable accommodations to assist the participant with participation in GAIN activities. Participants with a verified LD will be provided with a written documentation of accommodations needed to perform effectively in the classroom and/or on the job competitively with classmates and/or co-workers.

1281 KEY POINTS

- Learning Disabilities is a voluntary program serving all new and existing GAIN participants.
- All GAIN participants must be offered a screening for LD.
- Participants with potential LD (scoring 12 or more on the screening tool, self-declaring or suspected of having learning disabilities) may be referred to a LD evaluation.
- The vocational assessment is included in the LD evaluation. Therefore, a separate vocational assessment is not required for participants who complete the LD evaluation.
- Participants who decline a LD screening and/or evaluation must sign the Waiver of CalWORKs Learning Disabilities Screening and/or Evaluation, WTW 17.
- The LD evaluator will provide a written report identifying the LD and any services or accommodations needed to assist the participant in coping with the disability.
- The LD evaluation results shall be incorporated when developing or amending the participant's Welfare-to-Work (WtW) plan.
- Participants with a verified LD may choose to bypass Job Club as the first activity assigned following Orientation/Appraisal.
- A participant may be temporarily assigned to fewer than 32/35 hours per week of participation as a reasonable accommodation.
- Participants with a verified LD shall be found to have good cause and shall not be sanctioned or shall have any relevant sanction rescinded for failing or refusing to participate in the LD screening and/or evaluation. ([See Section 1282.6](#))

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

- Participants with LD may still be eligible for a time limit extender after their 60-month time limit has been exhausted if the LD was identified and participants were not provided with accommodations while participating in GAIN.
- Participants who disagree with a current or a pre-existing LD evaluation may be referred to a third party evaluator.
- Automated recording and tracking of LD services shall be made using GEARS screens, Maintain Learning Disabilities (MTLD) and the Maintain Evaluator Information (MTEI).
- The WTW 18, Learning Needs Screening Tool, is currently available in English only. (As a validated LD screening tool becomes available in the other threshold languages, they will be released).
- LD evaluation services are available for English and Spanish-speaking participants. (As validated evaluation tools are available for other threshold languages, the LD evaluation services will be offered to non-English and non-Spanish (NE/NS) speaking participants).
- Participants who agree to, or request a screening at any time during their WtW participation, must be screened before they are assigned to another WtW activity.
- Participants with LD must meet CalWORKs participation requirements, unless exempt, which may include hours of participation in supplemental activities (e.g., adult basic education, literacy tutoring, allowable study time, etc.) that are supportive of their employment goals and consistent with their LD evaluation and WtW plan.
- Unless the participant requests additional LD screenings, participants are screened only once for learning disabilities during their participation in the WtW program.
- Exempt or employed participants can receive LD services when they volunteer to participate in WtW activities or when the exemption expires.
- The Learning Disabilities Diagnosis (LDD) will be performed by a psychologist under contract with Los Angeles County Office of Education (LACOE).
- Participants who have been identified by the LD service providers/evaluators with multiple or severe learning disabilities (LD) must be referred for a LDD.

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

- Participants who disagree with the LD evaluation results must be referred for a LDD.
- Participants must be referred for a LDD when ambiguity exists in the LD evaluation and/or further clarification is required.
- Participants must be referred for a LDD when formal documentation of an accommodation is needed, as required by the American with Disabilities Act of 1990. Please refer to [Exhibit I](#), for a list of accommodations.

1282 POLICY

All GAIN participants must be offered LD services, including 16 and 17-year old non-parenting teens who are required to participate in CalWORKs WtW activities because they lost their student status. These participants must also be informed of the benefits and impact of LD on the CalWORKs time limits. The offer of LD services shall be made using the Script on Learning Disabilities Screening ([Section 1284.2](#)). A subsequent offer of LD services shall be made to participants who have not received services, if an offer was previously declined. GAIN Services Workers (GSWs) shall offer and encourage GAIN participants to screen for LD and make referrals for an evaluation, as appropriate.

Note: The offer of LD services must be made both verbally and in writing at the first WtW contact, **but no later than the Vocational Assessment.**

.1 DEFINITIONS

.11 Accommodations

Reasonable modifications and/or adjustments that make possible for a qualified individual with a LD to apply for or perform essential functions of a job or to participate in assigned WtW activities.

.12 Learning Disabilities

Hidden disabilities which can result in functional limitations that substantially limit one or more of the major life activities. The term is used to describe a variety of problems in reading, writing, math, organizing and/or prioritizing.

.13 Learning Disabilities Diagnosis

Formal identification of the specific nature of a learning disability and/or co-existing disorder that could extend beyond the testing and measuring of aptitudes, performance, and vocational interests that are associated with a LD evaluation.

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

.14 Learning Disabilities Evaluation

LD evaluation is a process of determining whether an individual has learning disabilities and/or other co-existing disorders and is unable to successfully complete or benefit from a current or proposed activity or assignment.

.15 Learning Disabilities Evaluator

A professional whose training qualifies them to determine whether the participant has a LD, requires accommodations and/or whether he/she is able to successfully complete or benefit from a current or proposed activity.

.16 Learning Disabilities Screening Tool

A questionnaire administered by trained GAIN staff to determine if a potential learning disability exists. Participants are provided with a client copy of WTW 19, Learning Needs screening <http://www.dss.cahwnet.gov/pdf/WTW19.pdf> to read along.

Note: The Learning Needs Screening Tool is a validated tool that must not be revised, abbreviated or translated.

.17 Limited English Proficient (LEP)

The ability to read or speak English is restricted in such a way that makes communication ineffective.

.2 Learning Disabilities Screening Offer

Learning Disabilities screening is the first step toward identifying a suspected LD. It involves the use of a recognized and validated tool (WTW 18 and WTW 19) administered by trained GAIN staff. All participants who receive a score on the screening tool that indicates a possible LD (score of 12 or more) must be offered a referral for LD evaluation. The LD screening process shall be conducted privately due to the sensitive nature of LD. The results of the LD screening shall be updated on GEARS within one workday, (see [Section 1282.28](#)).

.21 When to Offer Learning Disabilities Screening

The offer of LD screening will be made, as follows:

.211 During the Appraisal interview;

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

- .212 At subsequent GAIN appointments, (e.g., next activity appointment, cause determination appointment, etc.);
- .213 At any point during the compliance process;
- .214 When a participant is enrolled in GAIN activities and fails to make satisfactory progress;
- .215 When LD is suspected. Even though the screening tool results do not indicate potential LD (score of 11 or less) yet the participant or GSW suspects LD exists based on observed behavior.

The GSW shall use the Characteristics and Manifestations, [Exhibit IV](#), of Individuals with possible LD to assist in assessing observed behavior. A clue to learning disabilities in a person may be the lack of skills necessary for survival as an independent adult (i.e., any unexplained, persistent problems in learning basic skills such as reading, writing, communicating, following directions, etc.);

- .216 When an exemption is requested (the GSW shall encourage the individual to volunteer for LD screening and evaluation services, as appropriate);

Note: Only professionals licensed by a state (e.g., Licensed Clinical Social Workers and Licensed Family Therapists) are qualified to diagnose/treat LD and provide verification of a learning disability exemption. Disabled Student Program Specialists at the local colleges and universities are precluded under State law from verifying a disability for WtW exemption purposes.

- .217 At the first point of contact when the participant has been sanctioned for non-participation in GAIN activities; or,

Example: Prior to the implementation of the LD program, Ms. J. failed to show for her Orientation/Appraisal appointment. Subsequently, compliance was initiated. Ms. J. then failed to keep the cause determination appointment or to contact the GSW during the compliance period and consequently was sanctioned. Ms. J. responds to the LD outreach mailer, which notified her of available LD services. Ms. J. contacts GAIN Regional staff to request LD services and is given an appointment. At the appointment, she informs the GSW that she has verification of enrollment in special

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

education courses in high school. Ms. J. is **not** screened, as her LD is documented, and she is referred to an LD evaluation provider. The evaluator determines that the participant has a LD. Consequently, the GSW discusses the evaluation report with the provider and determines that the LD contributed to the compliance problem. Subsequently, she is granted good cause and the sanction is rescinded.

- .218 When a participant receiving Post-Employment Services (PES) fails to make progress in PES or the PES participant requests to be screened.

Note: Participants receiving PES with zero eligibility status may receive LD services, as long as PES remains available to those with zero eligibility.

.22 When to Temporarily Bypass the LD Screening

A temporary bypass of the screening requirement is allowed if the participant is enrolled or is in need of a specialized supportive service such as domestic violence, substance abuse or mental health. Additionally, participants in an Earned Income Component who are Limited English Proficient (LEP) may temporarily bypass the LD screening requirement. The bypass flag and reason must be updated on the GEARS MTLD screen within one workday, (see [Section 1282.28](#)).

Note: If the participant exhibits health, behavioral and learning disability problems, the health problems should be addressed first, the behavioral problems second and LD last. The participant should not be required to sign a LD waiver until the health problems are addressed.

.23 Script for LD Screening

The script ([Exhibit II, Script for Learning Disabilities screening](#)) is read to the participant to introduce the LD screening to the participant.

.24 Declining of LD Screening

If the participant declines the LD screening or the LD evaluation, the Waiver of CalWORKs Learning Disabilities Screening and/or Evaluation (WTW 17) must be read to the participant. The GSW must:

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

- .241 inform the participant that his/her WtW activities will not include any accommodations for a learning disability;
- .242 inform the participant that he/she may request LD services at a later time; and,
- .243 review and discuss the waiver with the participant and ask him/her to sign the waiver. A participant's refusal to sign the waiver is equivalent to a signed waiver when the refusal is documented in the case file.

Note: If a participant does not complete the LD evaluation without good cause or initiates a request to reschedule the appointment, the participant should be considered as having declined LD services and should sign the WTW 17. The participant should not be sanctioned for failure to complete the evaluation and should be able to reschedule the evaluation at a later time.

- .244 The flag and reason for declining LD screening must be added/updated on the GEARS MTLD screen within one workday, (see Section 1282.28).

.25 Disclosing of a Disability

The choice of whether to disclose a disability is up to the individual; the individual is not required to disclose unless he/she wants to request an accommodation.

.26 Self-Advocacy Skills

Participants shall be encouraged to learn self-advocacy skills ([see Exhibit III, Tips to Promote Self-Advocacy](#)). Self-advocacy skills require the participant to have knowledge and understand personal factors, such as:

- .271 His/her rights under the law;
- .272 Facts about his/her disability;
- .273 Potential accommodations that would allow performance of essential job functions; and,
- .274 Ways to approach employers that will encourage positive results; and reasonable accommodation.

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

.27 Limited English Proficient (LEP) Participants

Instructions for the provision of LD services to LEP participants, with the exception of Spanish speakers, will be released when the screening and evaluation tools are available in the other threshold languages.

.271 Until then, the non-English/non-Spanish-speaking population will continue in the regular GAIN flow.

.272 Spanish-speaking participants can bypass the screening process and be referred directly for the LD evaluation, as needed, because the LD screening tool is not available in Spanish.

.28 Add/Update LD Record on GEARS

The LD record shall be added/updated on GEARS MTLD screen within one workday as follows:

.281 If the LD evaluation is not needed and the participant is not required to participate in the next GAIN activity, (i.e., no component needs to be added on GEARS), the LD record can be added/updated via the GEARS MTLD screen:

(a) When the participant scores less than 12 on the LD screening tool and no LD evaluation is needed/requested;

(b) When the participant declines the LD screening;

(c) When the participant needs to temporarily bypass the LD screening; or

(d) When the participant declines a referral for the LD evaluation.

.282 When referring the participant for the LD evaluation and/or adding a component on GEARS, the LD records shall be added/updated via GEARS MCSC pop-up window, (i.e., when the participant scored 12 or more on the LD screening tool or self-declared to have LD). Adding the LD record via GEARS MCSC pop-up window will automatically update the LD record on MTLD screen and instantly allow the GSWs to add a component code 005, (i.e., the LD record and the LD component code 005 are simultaneously created on GEARS). See GEARS Memo # 1012.

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

.3 Learning Disabilities Evaluation/Diagnosis Referrals

An evaluation is the process of determining whether an individual has a learning disability and/or other co-existing disorder.

.31 Learning Disabilities Evaluation Referral

.311 Participants must be offered a referral for the LD evaluation when:

- (a) the participant scores 12 or more on the LD screening tool, indicating a potential LD;
- (b) he/she is suspected of having potential LD; and/or

Note: The participant/GSW identifies one or more of the characteristics on the [Exhibit IV, Characteristics and Manifestation](#) list, or any other reason to suspect LD.

- (c) he/she self-declares or requests LD services (i.e., participant shares history of special education or has verification of previously identified LD);

Note: Records such as grade reports, transcripts, teacher's comments and the like will substantiate self-reported academic difficulties, past and present. Because LD commonly manifest during a childhood, relevant records detailing learning processes and difficulties in an elementary, secondary, and postsecondary education should be provided to the evaluator.

.312 Participants with existing LD will have their WtW work plans reviewed for viability and modified if/when necessary.

.313 The LD evaluations consist of:

- (a) historical fact-gathering interviews;
- (b) testing of aptitude and/or information processing, achievement, and vocational interests;
- (c) evaluation of testing and information gathered and determining whether a LD exists;

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

- (d) a recommendation of employment/vocational and educational goals and accommodations;
- (e) a LD evaluation written report;
- (f) reviewing the written evaluation report with the participant;
- (g) tailoring the WtW plan according to the Learning Disability evaluation goals and recommended accommodations;
- (h) determining the appropriateness of Job Club as the first WtW activity; and,
- (i) identifying participants with potential specialized Supportive Services needs. When/if identified, those participants shall be referred to Clinical Assessment or Domestic Violence services per GAIN Policy Sections [1250](#), [1260](#), and [1270](#).

.314 LD evaluators will review Clinical Assessment results, if any, to coordinate services.

.315 Payments for LD evaluation/diagnosis services will be authorized by the GAIN Services Supervisor. Each GAIN Region will designate one staff person to resolve/process payment/invoice issues.

.32 Pre-Existing Learning Disabilities Evaluation

The LD evaluation must be performed by a qualified professional and it shall contain pertinent information to develop a WtW plan. When someone other than the CalWORKs-contracted LD service provider conducts the LD evaluation, County staff should collaborate with the evaluator to develop a suitable WtW plan using the results of the participant's LD evaluation and his/her vocational assessment.

.321 A pre-existing LD evaluation can be accepted if performed by a qualified professional, providing it contains the necessary information to develop a WtW plan and was completed within the last **five** years.

.322 Participants with an acceptable pre-existing LD evaluation shall be referred to a LD service provider under contract with the Los Angeles County Office of Education (LACOE) for a partial LD evaluation.

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

- .323 The partial LD evaluation will consist of the vocational assessment portion of the LD evaluation. The LD service provider will use the pre-existing LD evaluation in conjunction with the vocational assessment results to develop an appropriate employment plan.
- .324 A copy of the pre-existing LD evaluation, with the participant's consent, shall be provided to the LD service provider, see [Section1282.9](#).
- .325 The LD service provider will administer the vocational assessment portion of the LD evaluation. The results of the pre-existing LD evaluation will be incorporated into the vocational assessment to establish the participant's goals and accommodations.
- .326 Within one workday upon receipt of the LD evaluation, the GSWs shall update the GEARS system with the evaluation results and schedule an appointment with the participant to develop a WtW plan.

.33 Third-Party Evaluation/Referral

If a conflict regarding a current LD evaluation or a pre-existing LD evaluation exists and it cannot be resolved between the participant and GAIN staff, the LD evaluator and the participant seek a resolution and the participant must be referred for a third party evaluation/diagnosis.

.34 Learning Disabilities Diagnosis Referral

A diagnosis is the formal identification of the specific nature of a learning disability, or a co-existing disorder that could extend beyond the testing and measuring of aptitudes, performance, and vocational interests that are associated with a learning disabilities evaluation. If a referral for a diagnosis is required, the LDD must be performed by a trained psychologist. The LDD is required when the participant presents multiple or severe impairments, when a conflict exists regarding a current or pre-existing LD evaluation and the participant seeks for a resolution, or when formal documentation of an accommodation is needed.

- . 341 Participants who have been evaluated with a learning disability shall be referred to a LDD when the LD Evaluator determines that a diagnosis is needed due to ambiguities in test results and/or when multiple or severe disabilities exist.

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

- . 342 The LD Evaluator will notify staff of the need for a diagnosis via the Comments Section on the GN 6006C, Learning Disabilities Evaluation Referral, and the GSW shall refer participants for a LDD.
- . 343 The diagnostician will complete and submit a report to the LD Evaluator, who will incorporate the diagnosis results into the Los Angeles County GAIN Program LD Evaluation Report. The LD service provider will finalize the LD Evaluation Report and forward it to the GSW.
- . 344 Within one workday upon receipt of LD Evaluation Report, the GSW shall update the GEARS system with the LD results and schedule an appointment with the participant to develop a WtW plan.

.4 Learning Disabilities Evaluation Report

Upon receipt of the LD Evaluation Report from the LD evaluator, the information on the LD Evaluation Report and on GEARS MTEI screen shall be reviewed for completion and appropriately updated the Payment Information section of the GEARS MTLD screen within one workday. See GEARS Memo # 1012.

Based on the results of the LD Report, the participant shall be determined whether to have LD or not:

- .41 If the evaluation report establishes that the participant does no have LD, schedule an appointment with the participant to begin/resume the next regular WtW activity. Any uncertainties that the participant may have regarding the LD results must be resolved before assigning the participant to the next WtW activity; or
- .42 If the evaluation report verifies that the participant has LD, schedule an appointment to confirm/discuss with the participant the evaluation results/contents, (i.e., employment/vocational goals, strengths and limitations, accommodations, and any of the recommendations that may impact his/her participation in the GAIN Program), and develop a WtW plan with the participant.

.5 Learning Disabilities Waivers

- .51 A participant with a verified LD may bypass or choose to participate in Job Club as his/her first activity, as follows:

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

- .511 The GSW determines whether the participant is eligible for a waiver from Job Club, as a first activity, based on the LD evaluator's recommendation and the participant's choice; or,
- .512 The participant may choose to participate in Job Club (i.e., participants for whom the evaluator concludes will not benefit from job search, as a first activity, may choose to participate).
- .52 The Waiver of LD Accommodation & Waiver of Job Club (GN 6185) shall be used to notify participants verbally and in writing of the option to bypass Job Club, as the first activity, following Orientation/Appraisal.
- .53 The LD evaluator may determine that the participant is unable to work or participate in GAIN activities the entire 32/35 hours per week, as required under WtW regulations.

.6 Compliance

Participants failing or refusing to participate in the LD screening, evaluation and/or diagnosis will not be placed in compliance or sanctioned based on their failure or refusal.

Example: Mr. J. is in the regional office for the appraisal appointment; he agrees to the LD screening and is subsequently scheduled for an evaluation. However, he does not keep the evaluation appointment. Mr. J. phones his case manager and says that he does not want the evaluation. The LD component (code 005) is closed on GEARS within one workday and an appointment letter (GN 6010-2) is generated to schedule appointment for a next activity with Mr. J.

Good cause/compliance then applies, as usual, to Mr. J.s' subsequent appointment/activity.

- .61 A participant who fails to keep the initial LD evaluation/diagnosis appointment will be given an appointment via the GN 6010-3, to meet with the GSW to discuss whether he/she would like to reschedule.

Example: Mr. J. agrees to an LD evaluation but misses the scheduled appointment. Unable to make phone contact, the GSW schedules an appointment (GN 6010-3) to discuss the activity. Subsequently, it is determined that Mr. J. still wishes to be evaluated and the appointment is rescheduled. If Mr. J. misses the rescheduled appointment without good cause, the GSW shall close the LD component and proceed as above.

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

- .62 The GSW shall consult with the evaluator when a determination needs to be made whether the participant's LD or a failure to appropriately accommodate the LD contributed to the failure to comply.
- .63 The participant shall not be sanctioned during the screening/evaluation process.
- .64 Participants who do not participate in their assigned activity when their LD screening and/or evaluation appointment conflicts with their activity shall have good cause.

.7 60-Month Time Clock

- .71 Upon reaching the 60-month time limit, participants with a verified LD may be eligible for a time limit extender, as described in [Chapter 400](#).
- .72 Participants whose LD were identified and were not provided with appropriate accommodations while participating in GAIN are eligible for an adjustment of their 60-month clock for those months in which they participated in GAIN without necessary accommodations.

.8 Appeals/Grievances

The participant shall be informed of his/her right to file a complaint of discriminatory treatment and/or appeal program issues in accordance with the regular grievance process described in the [Chapter 1300](#).

- .81 Participants with LD must be involved in the decisions made during the LD evaluation.
- .82 Instances for filing complaints could include, but are not limited to, situations in which the test administrator appeared to be biased and/or the test results:
 - .821 appear to be biased (e.g., the test instruments used contained cultural biases);
 - .822 are invalid (e.g., improper procedures were used in administering the test); or,
 - .823 are incorrect (i.e., the scores recorded in the report were calculated differently from the original scores).
- .83 Participants who disagree with the results of an LD evaluation, which shows the presence of a learning disability, can request a hearing.

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

These participants will be required to participate in the regular GAIN flow without the benefits of accommodations and shall not have good cause for refusing to comply with program requirements.

.9 Confidentiality of Medical Records and LD Evaluation

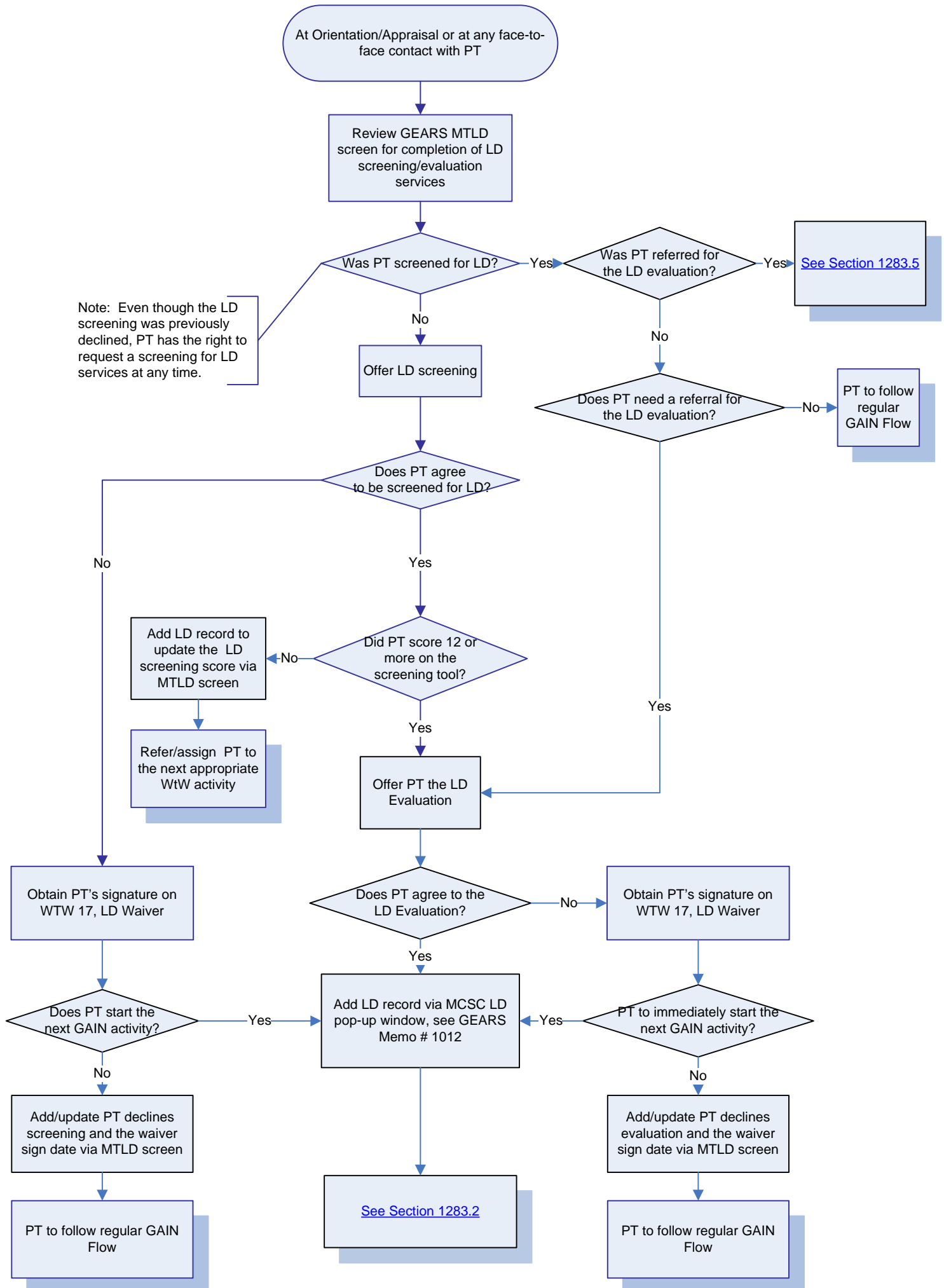
The participant's written consent is required whenever LD information (e.g., LD copies of written LD reports and/or test results) is to be sent or received. By completing the *Permission to Release Learning Disabilities Information*, form WTW 20, the participant authorizes the exchange of written and verbal communication between the GSW and the LD service provider.

.91 The WTW 20 shall be completed whenever:

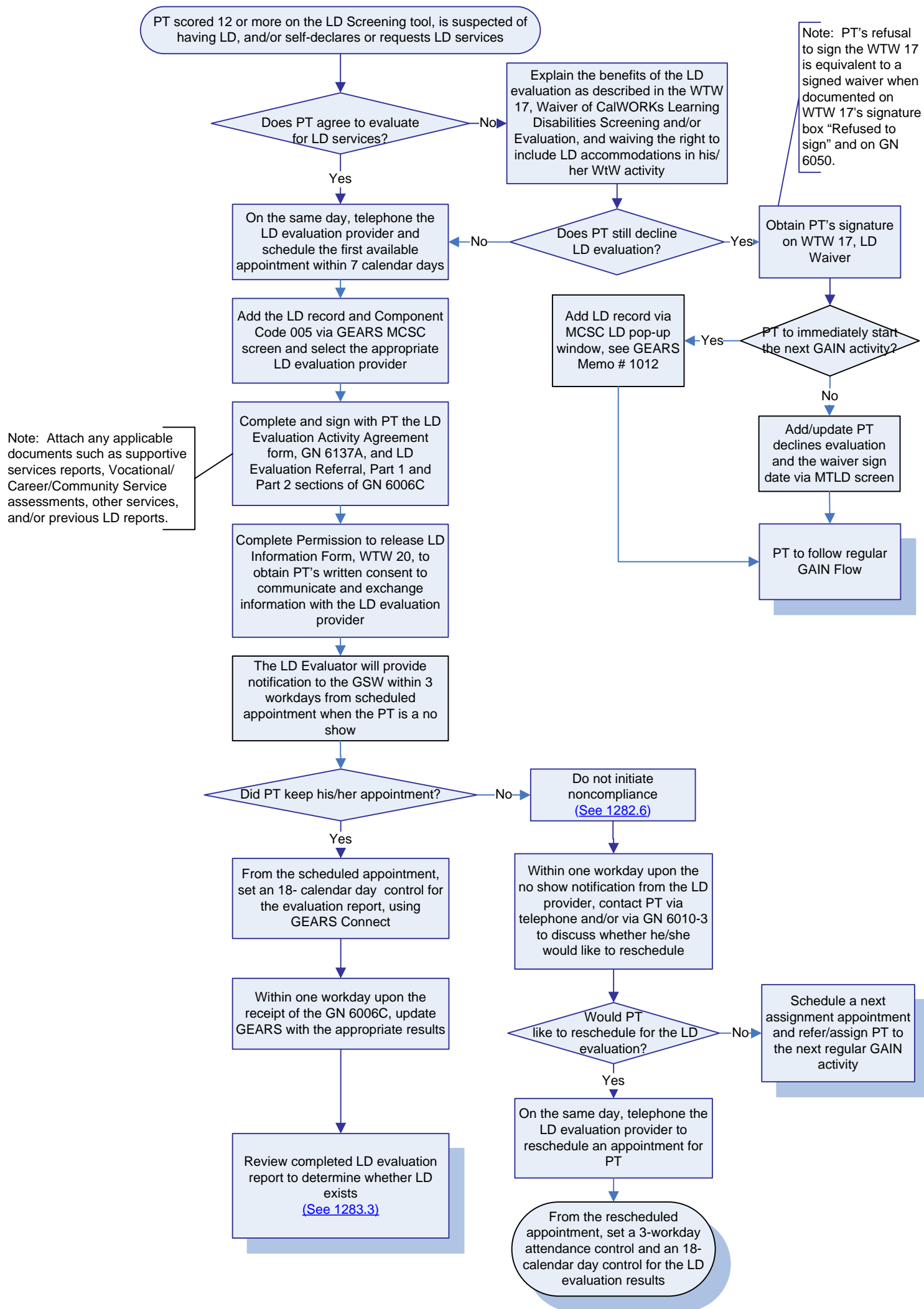
- .911 the participant provides records (e.g., school, medical and/or previous verification of LD);
- .912 the participant is referred for a LD evaluation; and,
- .913 an inter-county transfer becomes necessary. Instructions for processing inter-county transfers of LD are in [Chapter 1500](#).

1283 DECISION CHARTS

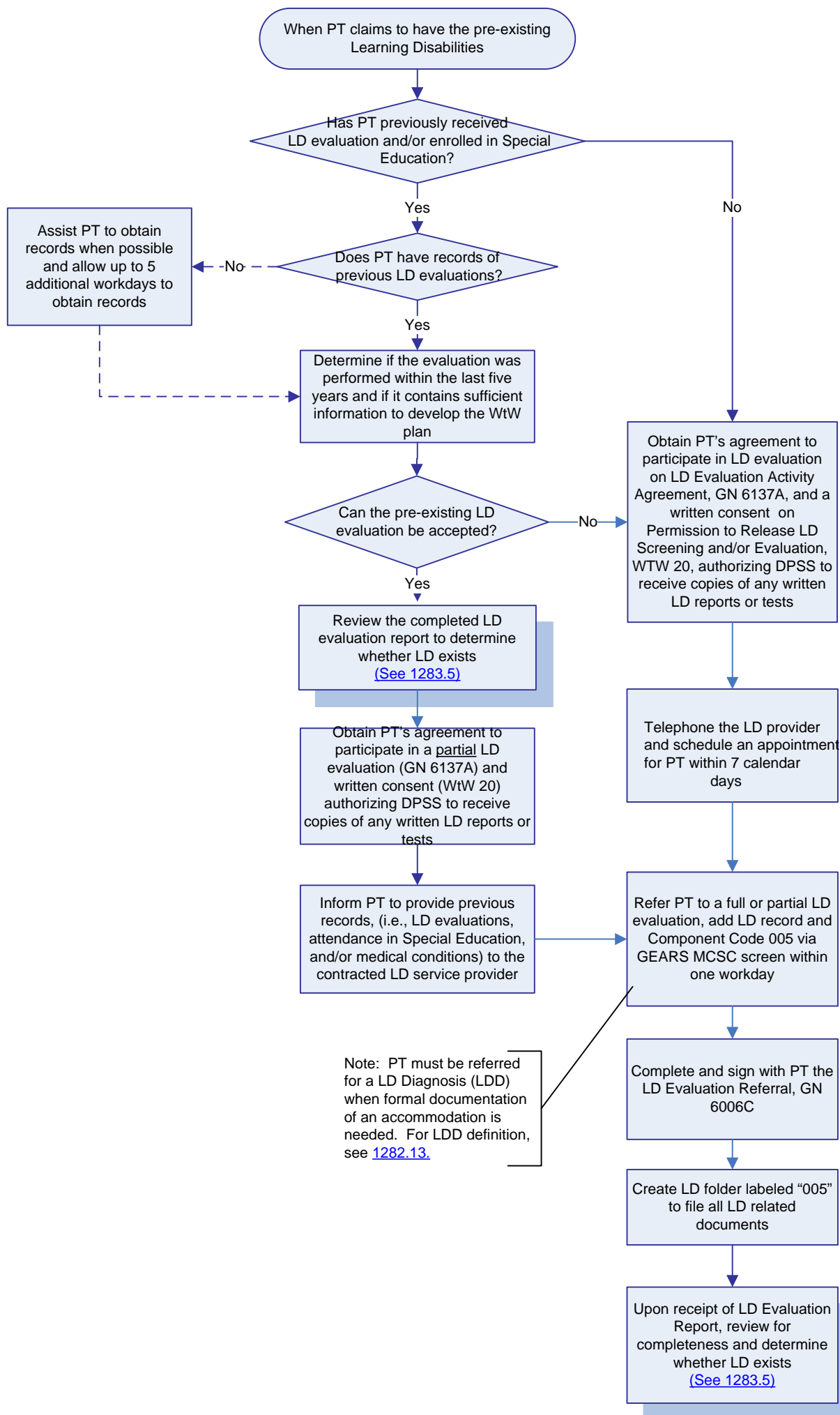
1283.1 Learning Disability Screening Decision Chart



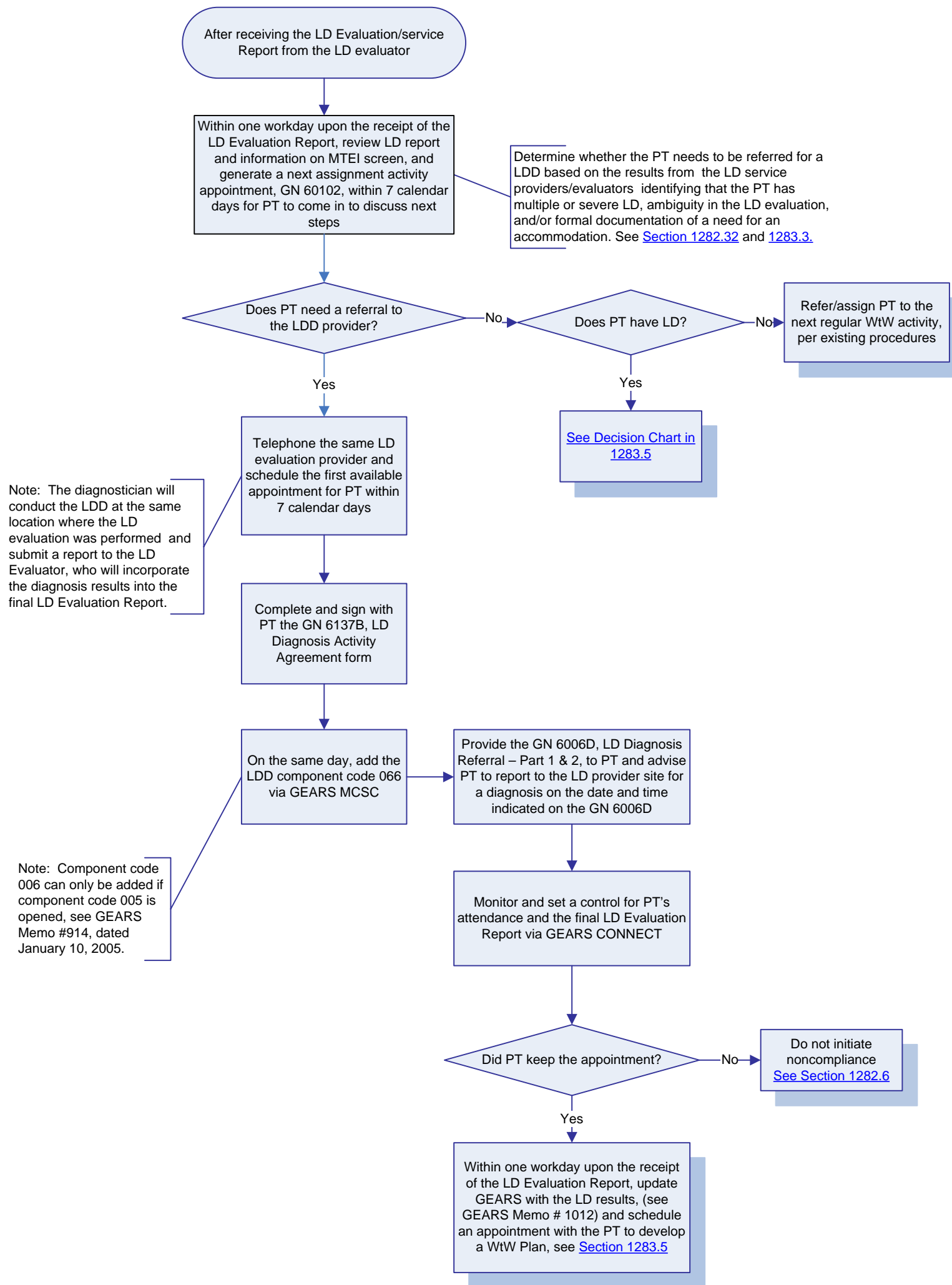
1283.2 Learning Disabilities Evaluation Referral Decision Chart



1283.3 Pre-Existing Learning Disabilities Evaluation Decision Chart



1283.4 Learning Disabilities Diagnosis Referral Decision Chart



1283.5 Learning Disability Evaluation Report Decision Chart

Received GN 6006C, LD Evaluation Referral from the LD Evaluator or copy of previous LD evaluation documentation from PT

Review for completeness and determine whether LD exists and update the Payment Information section of the MTLD screen within one workday

See GEARS Memo # 1012

Within one workday, generate a next assignment activity appointment, GN 60102, within 7 workdays for PT to come in to discuss next steps

Note: If PT is in the Regional Office, discuss LD & accommodations and develop WtW Plan with PT the same day.

Did PT show up for the appointment?

No

Within one workday, update the After Evaluation section of the MTLD screen and close Component Code 005 on IPCA screen with the LD results, see GEARS Memo # _____

Initiate good cause determination
(See Chapter 1300)

Yes

Was PT verified to have a LD?

Yes

Did the evaluator determine that PT will not benefit from JCL?

Yes

Does PT choose to waive JCL?

The same day, update the After Evaluation section of the MPTL screen, close Component Code 005 on IPCA screen, and refer PT to the next WtW activity

Refer PT to Job Club activity

Are reasonable accommodations accessible?

Yes

Does PT agree with recommended accommodations?

NO

NO

Telephone evaluator to discuss PT's concerns, alternative, and/or no recommendation of accommodations

Refer PT to grievance process when unable to resolve issues/concerns with the evaluator
(See Section 1282.8)

Does PT want recommended accommodations?

Yes

Develop WtW Plan and assign PT to the appropriate WtW activity incorporating accommodations

Update GEARS to add GAIN component and authorize/issue all necessary supportive services within one workday

Control/monitor participation progress/ completion of the assigned activity

PT signs LD Accommodation Waiver GN 6185

Develop WtW Plan and assign PT to the appropriate WtW activity

Update GEARS to add GAIN component and authorize/issue all necessary supportive services within one workday

SECTION 1280 – LEARNING DISABILITIES SCREENING AND EVALUATION

1284 EXHIBITS

1284.1 EXHIBIT I - ACCOMMODATIONS

The Americans with Disabilities Act requires the GAIN program to provide accommodations to participants with learning disabilities when necessary to avoid discrimination. An accommodation can be a modification of the work or educational environment of the participant; providing the participant with an assistive technological device; and/or a modification of GAIN policies, practices, and procedures. Accommodations are determined on a case-by-case basis and must be tailored to the individual strengths and weaknesses of the participant. A participant must receive as many accommodations as needed to ensure he/she has an equal and meaningful opportunity to participate in and benefit from GAIN programs and services. Accommodations include:

- ◆ Special Equipment
- ◆ Modification of Work
- ◆ Modification of Work Environment
- ◆ Modification of GAIN Rules and Requirements

Workplace and Educational/Vocational Accommodations	
Accommodation	Assistance Provided
Job Coaching	Help completing Application Forms, Resumes, Cover Letters, References, etc.
Reader	Person who reads the test to the test taker.
Scribe	Person who writes down or records the test taker's responses.
Large Print Material	Workbooks, Text Books, etc. in large print for easy reading.
Audio Tape Recorder	Record lectures, workshops, etc. Use for home study, replaying as needed.
Extended Time	Extra time to complete tests and other tasks.
Private Rooms	Distraction free test area.

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

Assistive Technology can enable people with disabilities to accomplish education and/or work activities needed to achieve greater independence and quality of life.

Assistive Technology and Devices	
Accommodation	Assistance Provided
Ear plugs/Audio Cassette Recorder	Help those easily distracted by noise. Helps those with memory disorders.
Calculator with Large Key Pad	Easy finger manipulation for those with problems performing simple math.
Reading Pen	Scan for words/identifies unknown words.
Electronic Note Takers	Computer companion allows portable edit and electronic storing information.
Computerized Speech	Voice to text input systems.
Computerized Reading Machines, Taped Books	Voice output systems.
Talking Dictionaries	Helps those with spelling problems view definitions and hear them pronounced.
GAIN Rules and Requirements	
Written Notices	Provide notices in writing and follow up with a phone call to ensure the participant understood the notice.
Verification of School Hours for Transportation Services	GSW obtains permission to contact child's school directly to obtain necessary forms
GAIN Worker Provides Oral Information During Meeting	GSW provides participant a written copy of information provided during the meeting for review.

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

1284.2 EXHIBIT II - SUGGESTED LANGUAGE FOR LEARNING DISABILITIES SCREENING

People with learning disabilities face different challenges and react differently. Learning can be harder for some people because of the way that they learn. In fact, people with learning disabilities have average or above average intelligence.

Many people have learning problems but don't know it. They have problems with things like:

- reading
- listening
- understanding directions
- writing
- spelling
- doing math

Did you know?

- Two out of five adults on welfare have learning problems.
- Many famous people like Whoopi Goldberg, Cher and President John F. Kennedy has or had learning problems.

Some signs of problems:

- Do you have a hard time filling out forms? Following directions? Getting people to understand what you are saying?
- Have you ever been in special education or got extra help in school as a child?

If you have these signs, you may have a learning disability. You can find out for sure by answering some questions. This is called a "screening."

- The screening is very simple. It only takes about 30 minutes. Your GAIN worker will ask you a few questions about your learning experiences and your health.
- Let your worker know if you want to be screened. It is your choice if you want to do it. The results from the screening can help you figure out if you want special help to do better in education, training or work.

Why get screened?

- You can learn your strengths and find ways to make it easier for you to learn.

SECTION 1280 – LEARNING DISABILITIES SCREEING AND EVALUATION

- The county can help you with resources that will allow you to succeed in your Welfare-to-Work activity.

What happens after the screening?

The screening will help you decide if you want to meet with the evaluator to find out if you have a learning disability. This evaluation will take from four to eight hours. During the evaluation, the evaluator will:

- Ask you questions about your work goals.
- Talk to you about the kind of job you want.
- Test your learning strengths and weaknesses.
- If you have a learning disability, you will get special help called “accommodations” to help you deal with your learning problems.

SECTION 1280 – LEARNING DISABILITIES SCREENING AND EVALUATION

1284.3 EXHIBIT III-TIPS TO PROMOTE SELF-ADVOCACY

Participants with learning disabilities may be worried and afraid. They may wonder why learning has been difficult for them. They may have fears about how others will perceive their disability. These fears may make a participant uncomfortable to discuss disability-related issues or may make a participant confrontational or disinterested.

Learning strong self-advocacy skills is important for GAIN participants. Participants with learning disabilities will need these skills in order to request and obtain necessary accommodations when needed. This is why teaching participants how to self-advocate is an essential part of their path towards self-sufficiency. Participant will not be unable to become self-sufficient without an understanding of their disability, the effects and limitations of their disability, modifications that can help accommodate their disability and their right to those accommodations in work, education and training participants.

You must promote the participant's self-knowledge of his/her strengths, weaknesses, and modifications that can accommodate his/her disability to promote self-advocacy. Participants will feel empowered knowing that you will provide this help and support. Ways to accomplish this goal include:

- Establish a rapport with the participant that is comfortable and provides the needed assistance and/or resources.
- Smiling and then smiling some more, to create a relax atmosphere.
- Changing the “unaccomplished” to next steps by helping the participant understand the nature of her disability, learning style and identifying the modifications the participant requires in order to succeed.
- Reinforcing to the participants that success is possible even though the learning disability exists.
- Communicate praise in concrete and realistic ways.
- Use humor.
- Listen and encourage positive thinking.
- Ensure that participants are involved in decisions.
- Recognize the individual strengths and attributes.
- Understand that the limitations noted or observed can be caused by the disability.
- Encourage self-confidence and independence.

**CHARACTERISTICS AND MANIFESTATIONS
of Individuals with Possible Learning Disabilities**

(Interviews, Orientations, and Case Management Environments)

ATTENTION:

- ☐ Short attention span
- ☐ Fidgets or is easily distracted
- ☐ Appears impulsive
- ☐ Responds without thinking
- ☐ Consistently has uncompleted activities
- ☐ Excessive talker, rambles
- ☐ Interrupts
- ☐ Has difficulty waiting
- ☐ Difficulty following through
- ☐ Restlessness

REASONING & PROCESSING:

- ☐ Trouble transferring or generalizing information
- ☐ Frequent verbal and written errors
- ☐ Trouble following oral information
- ☐ Difficulty interpreting written information
- ☐ Problems using maps, charts and graphs
- ☐ Extremely early or late
- ☐ Gets lost easily

MEMORY:

- ☐ Difficulty recalling personal history
- ☐ Problems repeating information
- ☐ Trouble recalling information presented orally
- ☐ Trouble remembering information read
- ☐ Hard to recall multiple directions
- ☐ Problems sequencing events (previous job, schools, etc.)

ORAL COMMUNICATION:

- ☐ Uses words inappropriately
- ☐ Sentences are short and very simple or are phrases
- ☐ Problems explaining things logically
- ☐ Trouble expressing thoughts concisely
- ☐ Trouble communicating via phones
- ☐ Frequently misunderstands information

READING:

- ☐ Trouble reading applications, forms, and letters
- ☐ Difficulty with basic skills assessment
- ☐ Skips lines, words, letters, and numbers
- ☐ Problems keeping place on test answer sheets
- ☐ Poor comprehension
- ☐ Difficulty tracking from test booklet to answer sheet

WRITING & SPELLING:

- ☐ Problems writing legibly
- ☐ Trouble copying from board/projection screen or book
- ☐ Poor spelling
- ☐ Trouble filling out applications and forms

MATHEMATICAL CALCULATIONS & APPLICATION:

- ☐ Difficulty performing simple mental calculations
- ☐ Trouble with basic skills assessment
- ☐ Cannot use a calculator
- ☐ Difficulty with money management and budgeting
- ☐ Reversal or confusion of numbers or number order

COORDINATION & MOTOR FUNCTION:

- ☐ Trouble filling in bubbles on answer sheets or applications
- ☐ Confuses right and left
- ☐ Poor handwriting (letter formation inconsistent)
- ☐ Clumsy or accident prone
- ☐ Difficulty with simple visual-motor computer functions (mouse)

SOCIAL COMPETENCE & EMOTIONAL MATURITY:

- ☐ Inappropriate social interaction
- ☐ Too aggressive or too withdrawn
- ☐ Low self-confidence
- ☐ Poor self-evaluation skills

SELF-CONCEPT:

- ☐ Lacks self reliance
- ☐ Often says "I can't" or has an excuse
- ☐ Low tolerance
- ☐ Low self-esteem
- ☐ Indifferent or self-defeating attitude
- ☐ Can't describe successes

**KEY QUESTIONS TO ASK TO DETERMINE
WHETHER A POSSIBLE LEARNING DISABILITY EXISTS**

- ⇒ Have the problems and difficulties currently observed persisted over a long period of time?
- ⇒ Have the problems and difficulties resisted customary or standard education and instruction?
- ⇒ Has there been significant and/or multiple interference in the education process and learning (i.e., numerous moves, changes in schools, illnesses, absences, allergies, sinus problems, family needs, etc.)?
- ⇒ Are patterns of irregular performance observable and consistent?
- ⇒ Do the problems or difficulties appear to interfere with critical life activities, especially learning (academic, training, developmental)?
- ⇒ Are there clear strengths and attributes in other areas (life skills, art, sport, music, hands-on activities, etc.)?

If the answers to these questions are yes, then the participant should be referred for learning disabilities evaluation.